University of the Cumberlands
School of Education

REOL 633: *Advanced Strategies in Teaching Reading and Writing Methods*

(3 Credit Hours)
Course Syllabus –
8:00-9:03 PM EST Online

Matrix Connecting Kentucky and University of the Cumberlands' Standards to Course Name, Number

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
x	x	x	X	x	x	x	x		X	x	x

Standard I	Demonstrates applied content knowledge
Standard II	Designs and plans instruction
Standard III	Creates and maintains learning climate
Standard IV	Implements and manages instruction
Standard V	Assesses and communicates learning results
Standard VI	Demonstrates the implementation of technology
Standard VII	Reflects on and evaluates teaching and learning
Standard VIII	Collaborates with colleagues, parents, and others
Standard IX	Evaluates teaching and implements professional development
Standard X	Provides leadership within the school, community, profession
Standard XI	Demonstrates behavior supportive of the University's Mission Statement with particular emphasis on the Department's identified dispositions
Standard XII	Demonstrates behaviors supportive of the Kentucky School Professional Code of Ethics

Unit's Conceptual Framework
The Department of Education at University of the Cumberlands has adopted the motto "*Reflective Constructors of Quality Learning Experiences through Critical Thinking*" to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.
Course Alignment with the Conceptual Framework- This course supports the unit's Conceptual Framework in that this course mirrors the college mission of improving the educational level of all students. This course requires advanced candidates *to* participate in meaningful experiences to develop a set of dispositions, pedagogical strategies and skills that will enable them to meet the varied needs of diverse learners in providing instruction.

Caring, Strong Work Ethic, Critical & Creative Thinking

Academic Expectations covered
1.1   Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2   Students make sense of the variety of materials they read.
1.11   Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

EPSB Themes covered: Diversity, Literacy, Closing the Achievement Gap, Assessment

Advanced Strategies in Teaching Reading and Writing Methods
REOL 633

Professor: Dr. Melanie Jessee Cardell   Office: [online course] XXX night chat 8:00 - 9:30 pm EST
E-Mail: mj.cardell@gmail.com   melanie.cardell@ucumberlands.edu

Phone: 606-539-4559 [office]   Website: NA   Office Hours: as needed by appointment

Required Texts & Resources: No required textbook.

Required readings for this course will be online and in the Hagan Memorial Library databases.
- **Kentucky Core Academic Standards for English Language Arts ~ Deconstructed
  http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/English+Language+Arts+Deconstructed+Standards.htm**

- **KTIP Forms, including the Lesson Plan, and Reflection [KTIP Template is in *Angel*
  IMPORTANT DOCUMENTS folder online.]**
- **http://www.kyepsb.net/internships/ktipforms11_12.asp**

- **Kentucky Writing Assessment Scoring Rubric
  http://www.education.ky.gov/nr/rdonlyres/c8f2cb4f-2561-4730-bade-
  c42fc09890fb/0/writingholisticscoringguide.pdf**

- *Summary of Kentucky State-Required Assessments for 2011-2012 School Year*
  http://www.russell-ind.k12.ky.us/documents/KentuckyStateRequiredAssessments1112.pdf

- *Whitley County Writing Handbook*
- **http://www.whitley.k12.ky.us/Whitley_Board/CentralOffice/Curriculum_files/7th%20edition
  %20WC%20Writing%20Handbook.xls.pdf**

- **Read-Write-Think web site of National Council of Teachers of English
  http://www.readwritethink.org/**

- **International Reading Association   http://www.reading.org/**

- **ERIC** web site: **http://www.eric.ed.gov/**

- **Hagan Memorial Library http://ucumberlands.edu/library/**

- **GRADUATE HANDBOOK for UC:
  http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf**

A microphone is useful for chats; your presentation should use one.

Prerequisites: REOL 531

Catalog Description and Credit Hours:
Intensive and comprehensive investigation of problems related to reading and writing will be addressed as well as a review and practice of current teaching methods and innovative approaches. 3 semester hours credit.
Students should be especially aware that READ 633 / REOL 633 will feature both careful attention to problems relating to literacy and a review of and update on effective and innovative approaches to writing as well as reading. The course will emphasize the current, the practical, and, often, the controversial.
Prerequisite: READ/REOL 531

Course Description/Format/Pedagogical Features: Current Research is a special emphasis of the course. It is important be aware, too, that both reading and writing problems will receive attention in the course.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives
   EPSB Themes: Diversity, Literacy, Assessment, Closing the Achievement Gap, School Safety
   Kentucky Teacher Standards (KTS); NCTE (National Council of the Teachers of English (NCTE);
   International Reading Association (IRA)

Course Objectives Upon successful completion of REOL633, students will:	Standards (KY) & EPSB Themes IRA/NCTE	IRA Standards (Please see the next page for the full standards)	Learning Tasks /Program Outcomes * = Signature Assignment
Discussing controversies to be found currently in the teaching and learning of reading and writing.	KTS 1, Diversity, Literacy, C IRA/NCTE 1, 3, 4, 6, 7, 9, 11, 12	1.1, 1.2, 1.3	Cooperative Chats, Chat presentations , Written reflections, Discussion Board
Identifying and implementing practices crucial to encouraging life-long reading, writing, listening, & speaking.	KTS 1, 2, 3, 4, 7, 8 Diversity, Literacy, C IRA/NCTE 1, 3, 7, 9,	2.1, 2.3, 4.1, 4.2 5.1, 5.2, 5.3, 5.4	Cooperative Chats, Written reflections, observations, KTIP lesson plans*, Discussion Board
Exploring and implementing teaching strategies that develop effective readers and writers, encouraging success in reading and writing	KTS 1, 2, 3, 4, 7, 8 Diversity, Literacy, C IRA/NCTE 1, 3, 9,	2.1, 2.2, 2.3, 4.1, 4.2 5.1, 5.2, 5.3, 5.4	Cooperative Chats, Written reflections, observations, KTIP lesson plans*, Discussion Board
Designing a comfortable reading, writing reading, writing, listening, & speaking. environment	KTS 1, 2, 3, Diversity, Literacy, C IRA/NCTE 7,	5.1, 5.2, 5.3, 5.4	Cooperative Chats, Written reflections, observations, KTIP lesson plans*, Discussion Board
Evaluating multicultural literature, including Appalachian literature	KTS 1, Diversity, Literacy, C IRA/NCTE 1, 3, 4, 6, 7, 9, 11, 12	1.3, 2.3, 4.1, 4.3	Cooperative Chats, Written reflections, observations, KTIP lesson plans*, Discussion Board
Providing a philosophy of reading, writing, listening, & speaking based in research and proven practices	KTS 1, 2, 11, 12 Diversity, Literacy, C IRA/NCTE 1, 3, 4, 5, 6, 7, 9, 11, 12	1.1, 1.2, 1.3 2.1, 4.1, 6.2,	Cooperative Chats, Chat presentations , Written reflections, observations, KTIP lesson plans*, Discussion Board
Using technology that aids the teaching and learning of literacy skills: reading, writing, listening, & speaking.	KTS 1, 2, 3, 6, Diversity, Literacy, C IRA/NCTE 8,	2.2, 2.3, 3.2, 5.1, 5.4	Cooperative Chats, Chat presentations , Written reflections, observations, KTIP lesson plans*, Discussion Board
Utilize the reading and writing standards mandated by the No Child Left Behind (NCLB) legislation, the SPA standards, and the KCAS (Kentucky Core Academic Standards) in developing, implementing, and analyzing KTIP lesson plans;	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Cooperative Chats, Written reflections, observations, case study*, Chat presentations
Accrue and document a minimum of 5 field experience hours	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Observations, teaching, written reflections, KTIP lesson plans*
Demonstrates professional, courteous behaviors in all aspects of the course, including developing original products, eschewing plagiarism, adhering to copyright guidelines, maintaining student & colleague confidentiality, and using appropriate language use in oral and written communications.	KTS 1, 6, 7, 11, 12, IRA/NCTE 1, 3, 4, 5, 6, 7, 8, 9, 11, 12	6.1, 6.2, 6.3	Cooperative Chats, Chat presentations , Written reflections, observations, KTIP lesson plans*, Discussion Board

This course aligns with the following standards from International Reading Association's *2010 Standards for Reading Professionals* (*http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx*):

IRA Standard 1: Foundational Knowledge
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1	Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
1.2	Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3	Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

IRA Standard 2: Curriculum and Instruction
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2.3	Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

IRA Standard 3: Assessment and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3.1	Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2	Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3	Candidates use assessment information to plan and evaluate instruction.
3.4	Candidates communicate assessment results and implications to a variety of audiences.

IRA Standard 4: Diversity
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1	Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2	Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

IRA Standard 5: Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1	Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2	Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

IRA Standard 6: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1	Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2	Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3	Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

NOTE: Only Standard 6.4 is absent from this IRA Standards 2010 alignment with ENOL 532. Candidates are encouraged, not required, to join the International Reading Association, their state reading association, and local organizations dedicated to reading research and advancement.

IRA / NCTE National Standards Applicable to Your Learning this Term

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. [Depending on your native language, this standard may apply.]

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Field Experience Requirements: **5 hours of field experiences**, including classroom observations and teaching a KTIP lesson plan. **You may only observe literacy lessons and activities because this is a course in English language arts.** There are differences for in-service and **not-yet-teaching** candidates. See the specifics below.

You are to observe the Kentucky Teacher Standards in action during your classroom observations and document them on **the KTIP Observation Form for KTS**. **BOTH PARTS 1 & 2 must be filled out. This form is in in the IMPORTANT DOCUMENTS folder online.**

The teaching of the KTIP lesson plan must be documented by the teacher in whose classroom you teach. The documentation form is at the end of this syllabus and is also in the IMPORTANT DOCUMENTS folder online.

Candidates who are not currently teaching can plan to accrue **5 hours** with **one** teacher, and teach a 20- to 40-minute minute lesson in that class at the end – this allows time to observe, get to know the children, and talk to the

teacher about what needs to be taught. You may also interview teachers and administrators as part of the field experience hours. See the information at the end of the syllabus about what counts for field experience hours. The classroom teacher must document your teaching of the KTIP lesson and send an email with the form [available at the end of this syllabus and online in the IMPORTANT DOCUENTS folder] to the professor of the course.

Candidates who are currently teaching accrue **5 hours of field experience** by spending time **with several teachers** and teach a 20- to 40-minute minute lesson. EPSB policy requires that the field experience observations and KTIP lesson taught **not be at your home school during paid time**. This policy rules out your own classroom and time during planning periods. It also rules out time in an after-school program for which you are paid.

See the information at the end of the syllabus about what counts for field experience hours. In-service teacher candidates who elect to teach more than one 30-minute lesson must document **each lesson** on an individual KTIP form.

You are encouraged to accrue as many field experience hours as possible during your program at University of the Cumberlands. Many of you will work in multiple schools and, perhaps, in multiple states. The more field experience hours you have on your official record the more likely you are to receive certification/endorsement in other states should you relocate. **See the Field Experience information at the end of this syllabus.**

KTIP lesson plan
The KTIP lesson plan must be a 20- to 40-minute lesson plan that is documented on the KTIP form. The time variance depends on the grade level, elementary, middle, or secondary. Parts A-1, A-2, and Task C must be filled out for this lesson plan. This form is in the **IMPORTANT DOCUMENTS folder** under the LESSONS tab inside our course online. If you are not yet teaching, it is unlikely that you will find a teacher who will let you come into his or her classroom and teach a lesson of your choice. This means that you will collaborate and develop a lesson plan based on the teacher's needs for the class. Make note of why the lesson is needed, so that you can document it on the KTIP form as a pre-assessment. Also, make provisions to have copies of student work for the teaching and learning analysis (Task C) part of the KTIP form.

More information about the field experience is available in the GRADUATE HANDBOOK for UC: http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf and **at the end of this syllabus.**

<mark>Failure to complete the field experience hours and the assignment paperwork, providing these documents will result in an F for this class.</mark> **All documents, including the reflection must be uploaded to your DROPBOX by the due date. These forms are in the IMPORTANT DOCUMENTS folder online. See the assignment checklist for all due dates.**

<mark>REQUIRED Field Experience DOCUMENTS:</mark>

1. **The KTIP Observation Guide for KTS, both Part 1 and Part 2 must be completed.**

    NOTE: You can observe Kentucky Teacher Standards 1, 3, 4, 5, & 6 during classroom observations. Standards 2, 7, 8, 9, & 10 are learned through interviews with the teachers.
    BOTH parts 1 & 2 are filled out for classroom observations.

2. **30 to 40-minute KTIP lesson plan template, A-1, A-2, & Task C in one file**

3. **Teacher verification form**

4. **Electronic online field experience form submitted at:**
        https://ucmail.ucumberlands.edu/educationforms/

No work missed because of absence will be made up unless prior arrangements are made with the professor.

Late assignments are generally not accepted unless the student has been in contact with the professor either before or immediately after the late assignment. If an assignment is 24 hours late and the professor has not been notified, then the assignment will not be evaluated until and unless an acceptable explanation is received. Deadlines are deadlines; Files are downloaded after the due date and the professor does NOT return to that DROPBOX to search for late work.

Even if you have received permission from me to make up work due to extenuating circumstances, no late work will be accepted the last four days before our class ends.

If you find that your work cannot be completed and your situation warrants an Incomplete, then please review the guidelines for an Incomplete in the Graduate Handbook. All requests for an Incomplete must be made five days before our class ends in order for it to be processed and receive the required signatures. You must email and officially ask for an incomplete—this is not automatic and I cannot initiate this process for you.

The university allows one chat absence with no penalty; however, I require that you be present for the final chat. Failure to be present for the final chat will lower your grade a full letter grade. Additionally, the Graduate Handbook indicates that 2 absences or 2 tardies can cause you to fail the course.

Please logon before the chat starts, so that if there are connectivity issues you can contact technical support before the chat begins.

The instructor views students in REOL 632 as adults and professionals who recognize that course assignments and discussions demand not only their chat attendance but their reactions and queries; active student participation is essential. Being logged in to the chat space does not count as participation. Chats will be interactive with questions asked throughout the chat. If you fail to respond, then it is assumed that you are not at your computer and not engaged in the content. You will be considered absent if you do not respond to the polls.

Academic Accommodations: "Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors." (This is verbatim from the UC catalog.)

Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands' policies in the University Catalog and Student Handbook.

Academic Honesty

Academic honesty is expected in all coursework completed. Students are expected to complete all work independently, avoiding plagiarism and all forms of collaboration except for those explicitly stated as course requirements. Please note the University's Academic Dishonest policy, particularly the last paragraph outlining penalties for infractions, from the *Student Handbook:*

Academic Dishonesty
At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to

gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

•cheating - using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities;

•lying - falsifying, fabricating, or forging information in either written or spoken presentations;

•plagiarism - using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body.

Grading Feedback

I put your points into the *Angel* grade book; as soon as your items are evaluated, the points will show in the grade book. You have to **REFRESH** the grade book in order to view new items / points posted. The Grade book does not total points correctly. You can determine your percentage score at any time during the term by totaling all available points, totaling the points you received and dividing.

Course Guidelines and Behavioral Expectations:

E-Mail Information
Please add my e-mail address listed above to your contact list in your regular e-mail account. The emails I send out may end up in your SPAM folder if you do not add these 2 emails to your address book.

PLEASE NOTE THE highlighted areas below in which you assess student reading abilities.

Week	Topic/Readings	Assignments
1	Introduction of course details, assignments, readings; templates; rubrics; getting to know classmates; and introduction to online databases at UC Hagan Memorial Library Use the assignment checklist for all due dates. Use the template provided for the introduction. **IMPORTANT DOCUMENTS FOR REOL 633** folder under the	• Order textbook; • Post biography to DISCUSS thread and respond to two intro postings; • Upload introduction to the DROPBOX in week # 1; • Filename **Last-Name_First_Intro.doc** • Email **ONLY contact information** to the professor at mj.cardell@gmail.com [See template for details] **Chat Focus** ▪ Getting to know each other and starting to become a learning community; ▪ Reading Programs you have used evaluated, course content that has influenced the way you teach reading. Writing Programs you have used, evaluated, course content that has influenced the way you teach writing

	LESSONS tab contains the templates and other information for our class.	
2	Teaching Reading, pt 1 **Controversy in Reading**	**Readings** ▪ Much of our discussion will be based on the articles you locate this week. ▪ Article on reading interest inventories ▪ Article on informal **reading** inventories **DISCUSS Posting Focus / Questions** • Please upload your personal statement of your **philosophy of teaching reading and writing** to the **DROPBOX**. Separate these into 2 parts with appropriate headings, so you address each area separately, and it is clear which you are addressing. These position statements should be one and one-half page in length for each, i.e., a total of three or more pages. Do not have more than 4 pages total. APA format is double space with Times New Roman Font size 12. • Post content to the week # 2 **DISCUSS** as a **REPLY** using the thread set up for **Controversy in Reading**. For your posting, please locate an article published since 2000 on the controversy in teaching reading and provide both the APA reference for it and also provide 8 to 10 sentences detailing the content of the article. [This is the method for recording each of the articles that you find weekly for our postings and our discussions.] • Use both the article you locate and your own experiences to add to the discussion during chat. This will be our weekly method for adding to the discussion. **CHAT FOCUS** ▪ List the issues in teaching reading in the United States today. ▪ What has "caused" these issues and how can they be resolved? ▪ What are the three most important issues in teaching reading today? ▪ What are the most important issues in teaching writing today? ▪ What assessment measures do you use, for which grade levels, and how do they inform [modify or change] your teaching practices? ▪ What are reading interest inventories and how useful can they be or have they been for you?
3	**Teaching Reading, pt 2** Strategies; reading comprehension Multicultural literature, Appalachian literature	**Readings** Review the Table of Contents, forward material, and List of Strategies for *Strategies that Work* [2nd ed.] online at ▪ http://www.stenhouse.com/pdfs/00_HG%202e_fm.pdf • Also Go to http://www.stenhouse.com/html/authorbios_32.htm Scroll down to the podcast and listen to: audio interview (podcast): Steph and Anne talk about the inspiration behind the second edition of Strategies That Work • Locate an article on **Assessing Reading.** • Locate an article on **Evaluating multicultural literature, including Appalachian literature** **DISCUSS Posting Focus / Questions** • Review the Table of Contents, forward material, and List of

Strategies for *Strategies that Work* [2nd ed.] online at
http://www.stenhouse.com/pdfs/00_HG%202e_fm.pdf   Select one
strategy that you have used in the past and be ready to share it in
chat. [You may want to Google this strategy to add to our
conversation.] How did you implement this strategy, to what grade,
any special student considerations, and what was your reflection on
the instruction. Post to this thread *Strategies that Work -*- in the text
box -- not as an attachment. Your response should be between 350 to
500 words.

- Post content to the week # 2 **DISCUSS** as a **REPLY** using the
thread set up for **Assessing Reading**. For your posting, please locate
an article published since 2000 on assessing reading ability and
provide both the APA reference for it and also provide 8 to 10
sentences detailing the content of the article.

- Post content to the week # 2 **DISCUSS** as a **REPLY** using the
thread set up for **Evaluating multicultural literature, including
Appalachian literature**. For your posting, please locate an article
published since 2000 on assessing reading ability and provide both
the APA reference for it and also provide 8 to 10 sentences detailing
the content of the article.

CHAT FOCUS
- What strategies do you use or need to add to your teaching, for
which grade levels, and how could they inform [modify or change] your
teaching practices?
- Discussion of the Stenhouse book as a text and the experience of
listening to the podcast by the authors.

4	Teaching Writing, pt 1	**Readings**

Readings

- Access the *Writing Next* report at:
http://www.all4ed.org/files/WritingNext.pdf Read these 2 parts:
- **Recommendations: 11 Key Elements of Effective Adolescent
Writing Instruction as Identified by Meta-analysis and
Implementing The Elements**

- How *Writing* isn't--But Should Be--Taught in American
*Schools.*Preview By: Tibbetts, Arn M.; Tibbetts, Charlene.
Educational Leadership, Mar1980, Vol. 37 Issue 6, p478, 3p; (*AN
7731515*)

- Examining and Developing *Writing* Traits Through Reading. Farris,
Pamela. Illinois Reading Council Journal, Spring2008, Vol. 36 Issue
2, p13-17, 5p; (*AN 31625959*) PDF Full Text (105KB) [both of
these 2 articles are clickable, but you must login to the library using
your email login information to go straight to them]

DISCUSS Posting Focus / Questions
- Provide the APA reference for an article on **Assessing & improving
writing** at your grade level. Write 8 to 10 sentences about the article.
Post to the thread **Assessing & improving writing.**

- Select one of the effective writing instruction elements in the
Writing Next PDF and explain what you do in your classroom to
help students learn this element of writing. Post 350 – 500 words to

		the THREAD named **WRITING NEXT.** **CHAT FOCUS** • Discuss the Elements for teaching writing and consider what, if anything, has changed since the Tibbetts article. What is happening in your classroom and what is happening in the classrooms in your building?
5	Teaching Writing, pt 2 **Strategies**	▪ **CHAT THIS WEEK: KTIP, KTS, K-CA IRA, 2010** **DISCUSS Posting Focus / Questions** 2 Lesson plans due. Requirements: one 30-minute lesson plan addressing a reading deficit; one 30-minute lesson plan addressing a writing deficit; Please upload a statement detailing which your lesson plans you plan to use and what grade level your observation will be and when the observations will occur to the **DROPBOX**. Include **2 sources for each lesson plan** that demonstrate that your lesson plan is best practices, research-based. One of these lessons must be physically taught as part of your in-school practicum experience. See the observation form for particulars of your school visit, and the time requirements for this course. You will do the reflection part for the lesson that you actually teach. The other lesson, since it will not be taught, should not have the reflection filled in. This due date for the lesson plans is for the lesson plans themselves, not the actual implementation. The due date for having completed the lesson plan and the observation will be the end of the week seven. The lesson plan itself may be taught to an individual student. The student could be a friend of the neighbor or a relative. In the past I have had students complete similar assignments with the public school student who attended their church or a community organization. If the school districts in your immediate -- half an hour's driving distance -- will not be in session until the end of August, you need to notify me immediately. Use the modified KTIP lesson plan format for your lesson plan; it will be found in the getting started section of our course space. I have made modifications to this form, so please use it, so that you will meet the requirements of the rubric for my evaluation of this assignment. Use the practicum hours form posted in GETTING STARTED to document your time and hours. This form is to be emailed to me, but also must be provided to the university for their records.
6	Reading & Writing Programs; **Writing Assessment: A Position Statement** **http://www.ncte.org/cccc/resources/positions/writingassessment** **http://www.education.ky.gov/nr/rdonlyres/c8f2cb4f-2561-4730-bade-c42fc09890fb/0/writingholisticscoringguide.pdf**	**Readings** ▪ Locate two articles to support your comments about both a reading program and a writing program. ▪ Our discussion will be based on the articles you locate this week. **DISCUSS Posting Focus / Questions** Revise your personal statement of your philosophy of teaching reading and writing that was written in week # 2. Maintain the separation of these into 2 parts These position statements should increase by at least one full page, so that you have two and one-half page in length for each, i.e., a total of five or more pages. Do not have more than 7 pages total. I will look for thoughtful consideration in your revision and for APA references to the new ideas that you add to this document. Example, use the author's name and date in parenthesis after your idea. Have the article or book or web site listed on a separate page at the end of your philosophy using the title References. For a quick refresher on APA through a sample paper, use Diane Hacker's online one that is great for using with students. She also has an MLA one online for those of you teaching MLA to secondary students. Page 10 &b 11

		of the paper are the references pages. Models are valuable for students at all levels of education, including graduate school. http://dianahacker.com/pdfs/Hacker-Mira-APA-RD4.pdf • Locate 2 reviews or articles on the programs that you are sharing in chat. Post the APA reference to the THREAD marked **PROGRAMS IN READING & WRITING**. Your comments will be made during chat time, not on the DISCUSS board. **CHAT FOCUS** ▪ Be ready to share your expertise on reading and writing programs that you have used in your own classroom are during student teaching. ▪ Have 2 reviews or articles on the programs that you are sharing in chat. You will, essentially, be presenting this information as an informal presentation. Please prepare your information in short chunks, such as I have used during our course. You will have approximately 8 minutes for your presentation.
7	Technology & Reading & Writing Lesson plans that incorporate technology in valid ways	**Readings** **English Journal** Sept. 2007 issue **English Journal** in September 2007 had an entire issue devoted to technologies for the ELA classrooms. Read: Using Multiple Technologies to Teach *Writing*. By: Yancey, Kathleen Blake. *Educational Leadership*, Oct2004, Vol. 62 Issue 2, p38-40, 3p, 1 diagram; HTML Full Text PDF Full Text (1MB) **Readings** • Locate an article on technologies and the ELA classroom to share in chat. **DISCUSS Posting Focus / Questions** ▪ Your lesson plan and observation form are due this week. These are to be uploaded to the **DROPBOX** ▪ Please post to the **DISCUSS** board your response to how technology has been used in your classes, 1) those classes where you were a student and 2) those classes where you are the teacher. If you have been teaching for a while, your student use of technology may be a short paragraph. You are welcome to use your graduate education courses for this response. **CHAT FOCUS** ▪ Consider how blogs, wikis, social bookmaking, Twitter, and using RSS feeds can be used in the English language arts classroom. Think about how these technologies can purposefully be integrated with their classroom instruction. ▪ Which of these technologies offer the most to the ELA classroom? ▪ Which of these technologies are available to you?
8		• **FINAL Reflection / Exam due** • **REVISION of philosophy due** • **Presentations of lesson plan ideas** • **3 – 2 – 1 Wrap-Up of course content**

Assignments

The assignments for REOL 633 are:

        Getting to know each other assignments week #1

        Philosophy of teaching reading & writing

        Locating current, relevant information about issues in teaching reading & writing and posting and responding to DISCUSSION Board forum posts weekly

        Field experience hours

        KTIP lesson plans implementing strategies

        Final Exam

        Due Dates: See assignment checklist for all due dates

Grading Scale: A = 90 – 100%   B = 80 – 89%   C = 70 – 79%   F = <70 %

Attendance Policy:

Students are expected to attend every chat of the course, <u>for the entire 90 minutes</u>, except when (1) illness, (2) death in the immediate family, or (3) inclement weather makes Internet access impossible. Keep the professor informed; failure to inform may cost you points.
The attendance policy for the University of the Cumberlands online class allows one absence without penalty. Please logon before the chat starts, so that if there are connectivity issues you can contact technical support before the chat begins.

The instructor views students in REOL 632 as adults and professionals who recognize that course assignments and discussions demand not only their chat attendance but their reactions and queries; active student participation is essential. Being logged in to the chat space does not count as participation. Chats will be interactive with questions asked throughout the chat. If you fail to respond, then it is assumed that you are not at your computer and not engaged in the content. You will be considered absent if you do not respond to the polls.

Late assignments are generally not accepted unless the student has been in contact with the professor either before or immediately after the late assignment. If an assignment is 24 hours late and the professor has not been notified, then the assignment will not be evaluated until and unless an acceptable explanation is received. Deadlines are deadlines; Files are downloaded after the due date and the professor does NOT return to that DROPBOX to search for late work.

<u>**Assignments that are not named as required will not be evaluated. File name are listed at the end of the syllabus for all uploaded files.**</u>

<u>**Attendance at the last chat is required.**</u> If you miss this chat without an emergency situation, then your grade will be lowered one full letter grade. <u>This is my policy, not a UC policy</u>.

Course Requirements (with point totals) will be found in the Important Document for REOL 633 folder. There are also files to support the course content and assignments.

<mark>**Failure to revise a document when requested to do so will result in no points for that assignment.**</mark>

<mark>**The Course schedule is tentative: Items are subject to change due to unforeseen circumstances.**</mark> **NOTE: the online calendar is NOT used in this course. All assignment due dates are on the assignment checklist.**

The instructor reserves the right to modify Course Requirements based on the needs of the class and on technology problems, changes, or other unforeseen situations. If an assignment is modified from its description in the course documents, then an email will be sent to out detailing the necessary changes.

Students are responsible for chat content whether present in chat or not.

Remember, the due dates are on the assignment checklist document, and this document is the final authority for our class.

Writing Expectations: Candidates will communicate in multiple ways throughout this course: in synchronous chats, discussion boards posts, email, and in the Gunning *PowerPoint* presentations. Clarity of expression and integration of evidence are necessary for effective communication and effective participation in this course. Planning and organization of ideas and concepts are required for the successful completion of the written and oral assignments.

Instructional Strategies: Candidates will be well versed in the 7 co-teaching strategies as well as other applicable strategies for teaching reading and writing.

Technology Outcomes: Candidates will be able to use various online resources to deliver effective literacy instruction. Since this is an online course, using an Internet browser, the course-specific software for online access to chats, the DISCUSS board, and to the DROPBOX are required. Both a University of the Cumberlands' email address and a personal email address are required. In addition, using Microsoft *Word* is a requirement for the case study and guided lesson plan templates. *PowerPoint* must be used to create the presentation. Other web sites, including Read-Write-Think and ERIC, are used for this class. Articles from the online databases at Hagan Memorial Library are also used to create student assignments. A scanner is required to create an electronic version of printed documents to support the case study. A microphone is required for chats.

Bibliography

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Schirmer, B. R. (2010). *Teaching the struggling reader.* Boston: Pearson.

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Reutzel, D.R., & Cooter, R.B. (2008). *Teaching children to read: the teacher makes the difference.* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Tancock, S.M. (1994). A literacy lesson framework for children with reading problems. The Reading Teacher 48 (2), 130-40.

Tompkins, G. E. (2010). *Literacy in the middle grades: teaching reading and writing to fourth through eighth graders.* Upper Saddle River, NJ: Merrill Prentice Hall.

NOTE: The list of resources that follows is called a bibliography because there are no sources used in the above document. It would be incorrect to name it References, as per APA style.

Web Site Resources

http://tc.readingandwritingproject.com/public/themes/rwproject/resources/assessments/writing/narrative_writing_continuum.pdf

http://www.bcps.org/offices/lis/models/tips/assess-elem.html

http://school.discoveryeducation.com/schrockguide/assess.html

http://www.eed.state.ak.us/tls/frameworks/langarts/42tools.htm#sixtraitanalyticwritingrubric

http://www.ttms.org/PDFs/15%20Organizers%20v001%20%28Full%29.pdf

http://tc.readingandwritingproject.com/resources/assessments/reading-assessments.html

http://69.38.149.91/branches/bestpractices/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=33

http://www.elementaryschooltutoring.com/writingtest.html

http://www.wrightslaw.com/info/read.dysgraphia.facts.htm

http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_WA

http://www.education.ky.gov/KDE/Instructional%20Resources/High%20School/English%20Language%20Arts/Writing/Kentucky%20Writing%20Resources.htm

http://www.education.com/reference/article/myths-writing-instruction-assessment/

http://www.russell-ind.k12.ky.us/documents/KentuckyStateRequiredAssessments1112.pdf

Field Experience Hours ~ What counts and what does NOT count?

The definition of field experience from NCATE is:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to **observe** in schools, other agencies, tutor students, **participate** in education-related community events, **interact** with families of students, **attend** school board meetings, and **assist** teachers or other school professionals prior to clinical practice. It should reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and professional dispositions delineated in standards.

Candidates in advanced programs for teachers participate in filed experiences that require them to **apply course work** in classroom settings, **analyze** P-12 student learning, and **reflect** on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research and the application of knowledge related to students, families, and communities.

NCATE Glossary definition below
http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx

"Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters."

The following items count as field experience.

Direct classroom observation of a teacher teaching always counts as a field experience.

Direct instruction as a teacher or co-teacher always counts as a field experience.

Assisting a teacher or other school professional counts as a field experience.

Tutoring of students individually or in small groups would also count as a field experience. Note that the tutoring can occur in community centers or homeless shelters as well as in schools.

Time spent analyzing the learning of students and reflecting on your instruction "practice in the context of theories on teaching and learning" counts as a field experience.

Attending PTA or PTSO meetings or any other education-related community event would also count as a field experience.

Professional development activities, conference attendance, school-based council meetings, and interaction with families of students count as field experiences.

INTERVIEWS For an hour or two of the field experience requirements, you could interview 3 or more in-service teachers, the counselor, the school library media specialist, or administrators.

==THIS IS NOT the same as the KTIP Observation Form for KTS that is part of the classroom observations for field experience.== **This is a separate interview of an in-service teacher or administrator.**

You may attend school board meetings for field experience hours. Note the date, time, location, and agenda items on your time sheet.

What does NOT count:

Your time in constructing lesson plans does NOT count toward your field experience hours.

Your time visiting and volunteering in a classroom.

Your time teaching <u>during school hours or after school hours for which you are paid</u>. This is directly from the EPSB.

Candidates are required to have field experience hours at all levels of public education, K -12: elementary, middle, and secondary.

These activities are Kentucky School Code 16 KAR 5:040 and can be located at:
http://www.lrc.state.ky.us/kar/016/005/040.htm

University of the Cumberlands

KTIP Implemented Lesson Plan Documentation for ENOL & REOL Courses
Instructional Unit Lesson Plan and Teaching Experience Evaluation

This form is to be emailed to the course professor at: **{PUT YOUR EMAIL ADDRESS HERE}**

Name of Student: _____   **Date:** _____

Title of Lesson: _____   **Evaluator:**

_____

Evaluator's email address: _____

School: _____   **Grade:** _____

KY/UC Standards		D	PD	ND
2	Is well planned, lesson objectives support Core Content, Program of Studies Academic Expectations, Kentucky Core Academic Standards and Kentucky 's Common Core and Quality Core			
2,4,5,7	Thoroughly disaggregates student, classroom, school and district *data* to prescribe effective instruction targeting strengthening student achievement and closing achievement gaps			
5	There is evidence of pre-, formative, summative and or self assessment in preparation for creating strategies and procedures for this lesson.			
2,4	Creates a logical lesson plan based on student needs			
1	Demonstrates a current and sufficient academic knowledge of targeted content areas to develop student knowledge and performance in those areas.			
1	Connects content to real world/life experiences			
1	Instructional Strategies are research based and appropriate for content and contribute to student learning.			
4	Teacher actively engages students in the lesson			
4	Time, space and materials are used effectively			
3	Teacher communicates high expectations and establishes a positive learning environment			
3,4,11,12	Student diversity is valued and individual needs, abilities, and learning styles are addressed			
6	Teacher uses technology/media effectively			
8,10	UC Pre-Service Teacher Candidate collaborates with and maintains a professional dialog with the Classroom Teacher of Record			
3,4	All materials and resources are prepared and well organized			
3,4	Uses correct grammar, articulates clearly, has legible handwriting and correct spelling			

Scale: D- Demonstrated; PD – Partially Demonstrated; ND – Not Demonstrated

<u>Narrative Data From Classroom Teacher of Record</u>

<u>UC Teacher Candidate Strengths:</u>

<u>UC Teacher Candidate Areas for Growth:</u>

<u>Overall evaluation of the lesson:</u>   **92 – 100 = A**
                                       82 - 91 = B
                                       72 - 81 = C

Comments:

Teacher of Record /Evaluator {<mark>ELECTRONIC</mark>} Signature:

_____

Your signature verifies that the UC Teacher Candidate completed a 20 to 40-minute KTIP-lesson plan as part of his or her field experience in your classroom during the Fall 2012 Semester.
Thank you for your time, cooperation and collaboration with University of the Cumberlands Education Department and Teacher Candidates.

Assignment CHECKLIST
All files are due at 9:00 pm on the date indicated below. Any file not uploaded to the correct location will be considered late. Files not named correctly will have points deducted.

[Dates TO BE added when taught next]

REOL 633

	DUE	Fall I 2012	HOW to	Pnts		Pnts
		Assignment Name	SUBMIT	Rc'd		Av'ble
Wk 1		Introduction ~~~~ DISCUSS Shared Posting~~~~	DISCUSS			5
Wk 1		Introduction to self template ~~~~ DROPBOX ~~~~	DROPBOX			5
Wk 1		Contact information to Prof -- by email	email			0
Wk 1		Presence & Participation in chat				10
Wk 2			DISCUSS			
Wk 2		Presence & Participation in chat				
Wk 3			DISCUSS			
Wk 3		Presence & Participation in chat				
Wk 4						
Wk 4		Presence & Participation in chat				
Wk 5			DISCUSS			
Wk 5			DROPBOX			
Wk 5		Presence & Participation in chat				
Wk 6		KTIP 30-minute lesson plan: A-1, A-2, Task C **Teacher documentation form**	DROPBOX			25
Wk 6		Presence & Participation in chat				0
Wk 7		KTIP Observation Guide for KTS Pt 1 & 2	DROPBOX			35
Wk 7		Other ONLINE Field Experience documentation: **https://ucmail.ucumberlands.edu/educationforms/**	online			15
Wk 7		Final reflection / EXAM	DROPBOX			50
Wk 7		Presence & Participation in chat				0
Wk 8		Chat::: M&M Chpt 9 & 3 - 2 - 1 Summary				